

# Best Practices in Elementary School Counseling



**OKLAHOMA**  
Education



# About the Presenters

## Blaine Coffey

- School Counselor in Plainview Public Schools

## Sheri Ingham

- School Counselor in Enid Public Schools

## Sarah Kirk

- School Counselor Specialist at the OSDE
- Elementary School Counselor for 9 years

## Jamie Schulze

- School Counselor in Norman Public Schools



# Best Practices in Elementary School Counseling

Come learn all about **best practices for elementary school counselors**. This session is presented by multiple model elementary school counselors in varying settings.

This session will describe creative ways to create a comprehensive school counseling program that has positive outcomes for all students. You will leave with innovative ideas to implement right away!

# Welcoming and Inclusion Activity

What is your favorite thing about elementary schools?



## Three Signature Practices:

- Welcoming & Inclusion Activities
- Engaging Strategies, Brain Breaks, and Transitions
- Optimistic Closure

# Today's Presentation

Best Practices from:

- ❑ Jamie
- ❑ Blaine
- ❑ Sheri

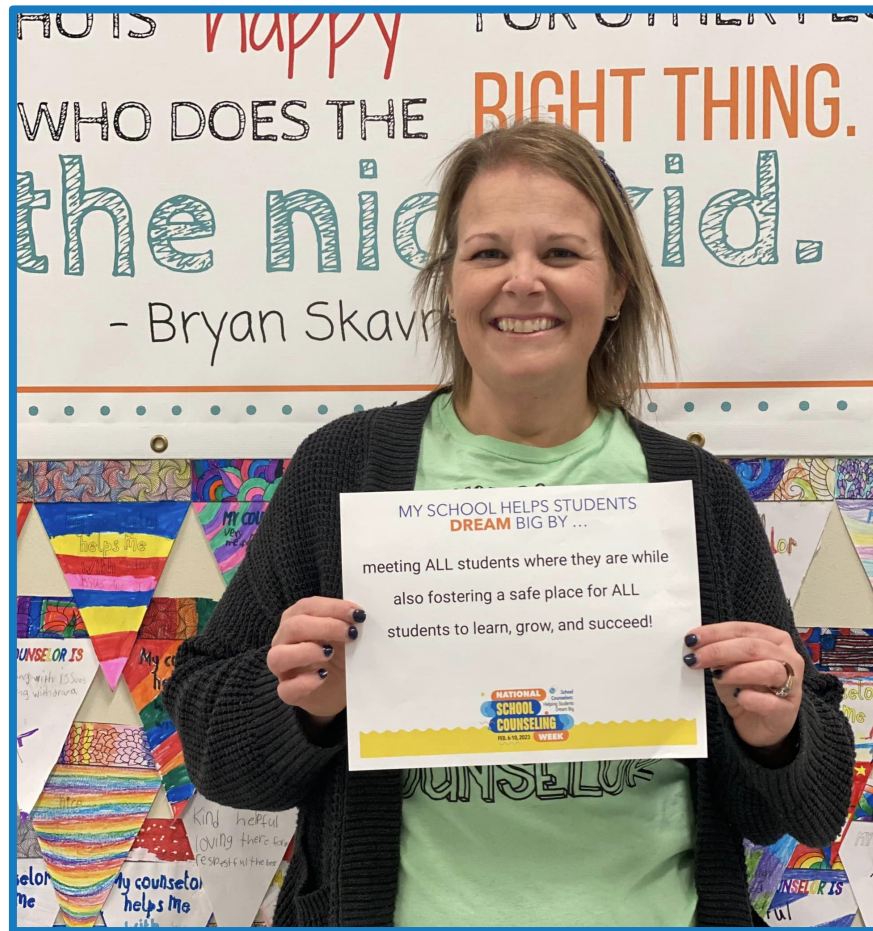
How this fits into the Oklahoma Comprehensive School Counseling Framework

- ❑ Sarah

# Best Practices in Elementary School Counseling

# Be Visible. Be Intentional. Build Relationships!

Jamie Schulze, Norman Public Schools



# Be Visible.

- ❑ Attend lunch/recess (especially first weeks of school)
- ❑ Pop in to classrooms (great for learning names!)
- ❑ Door greeter in the morning
- ❑ Morning assembly
- ❑ After school duty
- ❑ Available during Parent/Teacher Conferences

These things allow for connections to be made and helps students and staff SEE you! Also proactively prevents students from making unnecessary trips to see you.



# Be Intentional: Small Groups


- ❑ Teacher referrals
- ❑ FAST scores
- ❑ Behavior referrals
- ❑ Report cards
- ❑ Parent referrals
- ❑ Nurse office visits (frequent fliers)
- ❑ Minute Meetings
- ❑ Parent/Teacher Conferences

# Be Intentional: Classroom Lessons


- ❑ Teacher/parent needs assessment
  - ❑ Assessment: <https://forms.gle/xXdJgbP1225VLyS19>
- ❑ Monthly themes (ie, character traits)
- ❑ Teacher feedback

# Be Intentional: Data Collection

- ❑ Google sheets
- ❑ Google form
- ❑ Calendar reminder
- ❑ first/last day of month
- ❑ Weekly/monthly tallies
- ❑ Monthly calendar



**Schulze Counseling 22-23**

 [jschulze@normanps.org](mailto:jschulze@normanps.org) (not shared) [Switch account](#)

Name

Your answer

Contact with:

☐ Student

☐ Parent

☐ Community Agency

☐ Other



## THANK YOU!

Without such accommodating, supportive, flexible, welcoming and caring teachers, our School Counseling Program would not be successful!

Thank you for your support and commitment to our students.

With Gratitude, Jamie

## CLASSROOM COUNSELING & MORE!

- I have had lunch bunch with 200 of our Tigers!
- In August, I held Minute Meetings with 170 of our 3rd, 4th, & 5th graders. These meetings helped me welcome our new students and strengthen relationships with our returning students.
- I have held 105 classroom counseling lessons so far. Thank you for welcoming me into your space!

## INDIVIDUAL SESSIONS:

68

## SMALL GROUPS: 7 GROUPS, 41 STUDENTS

Individual sessions include goal setting, behavior/academic check-ins, & providing social-emotional support for students.

Small Groups have served Kindergarten - 5th Grade students. Groups have focused on social skills, anger management, friendship, and academics/reading.

## Community Contributions

36 of our 5th graders have served lunch for members of our community at Food & Shelter.

Next week we will begin collecting socks to donate to Food & Shelter!

## RESOURCES PROVIDED

- 702 food bags sent home
- 42 students provided clothing at School Bell
- Outside therapy/counseling referrals and community resources given to numerous families

# Build Relationships!

## Minute Meetings

- ❑ Brief, 1-1 meetings with students the first 1-2 weeks of school.
- ❑ I begin with 5th grade, working down through 3rd grade; begin with new students
- ❑ Immediate feedback
- ❑ Potential for small groups (changing families, stress/anxiety management, new students)
- ❑ [Example Google Form](#)



# Build Relationships!

## Lunch Bunch

- ❑ Informal lunch with students
- ❑ Spreadsheet to keep track
- ❑ Randomly choose students, begin with new students
- ❑ Board games, card games (Memory, CandyLand, Checkers, Connect 4)
- ❑ Kinetic sand—a MUST HAVE!!



# Build Relationships!

- ❏ Amazon wish list
- ❏ Family donations
- ❏ Garage sales
- ❏ Closet cleanouts

# Engaging Strategy

## 30 Second Reflection:

How are you intentional about building **relationships** with your students?



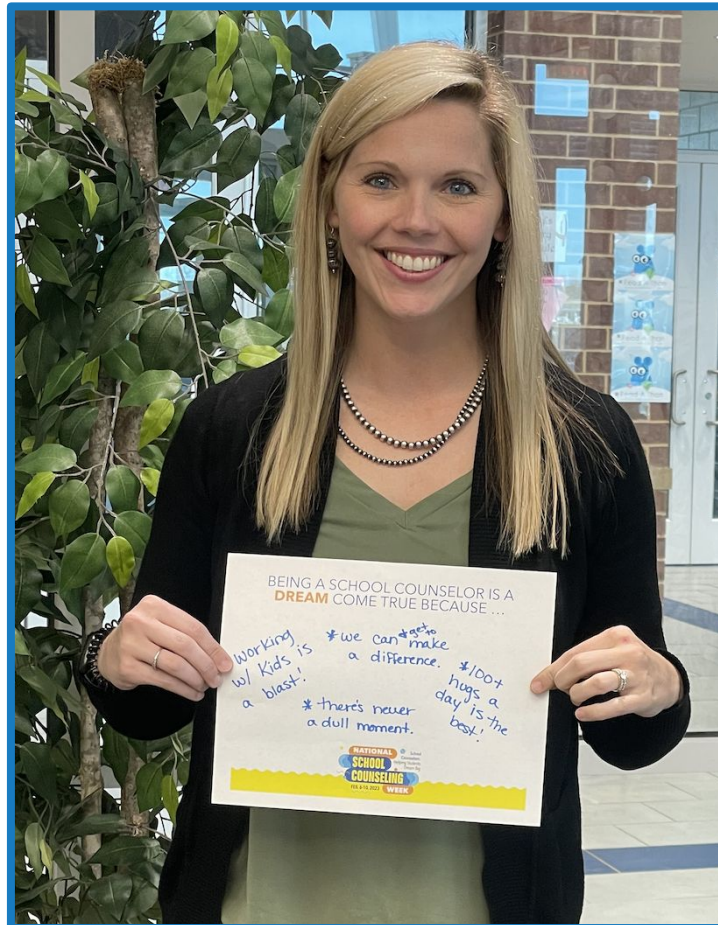
### Three Signature Practices:

- Welcoming & Inclusion Activities
- Engaging Strategies, Brain Breaks, and Transitions
- Optimistic Closure

Relationships Matter

# Know Your Students, Know Your People, Know Your Resources

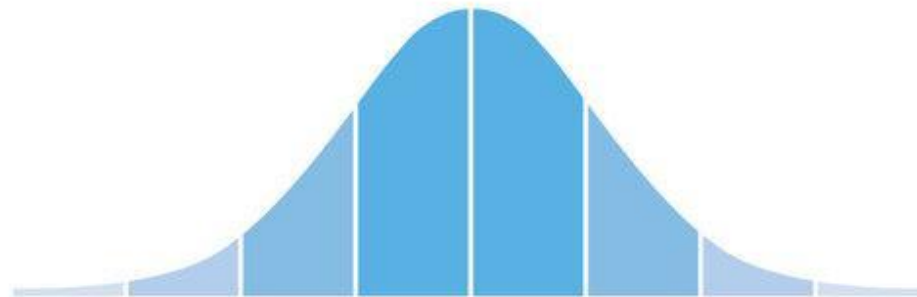
Blaine Coffey, Plainview Public Schools





# Know Your Students: Baseline

- ❑ Spend time with them at their typical state
- ❑ Collect data on preferences
- ❑ Collect data on the student's particular "crisis cycle"
- ❑ Build rapport and familiarity
- ❑ Practice de-escalation tools and/or plans

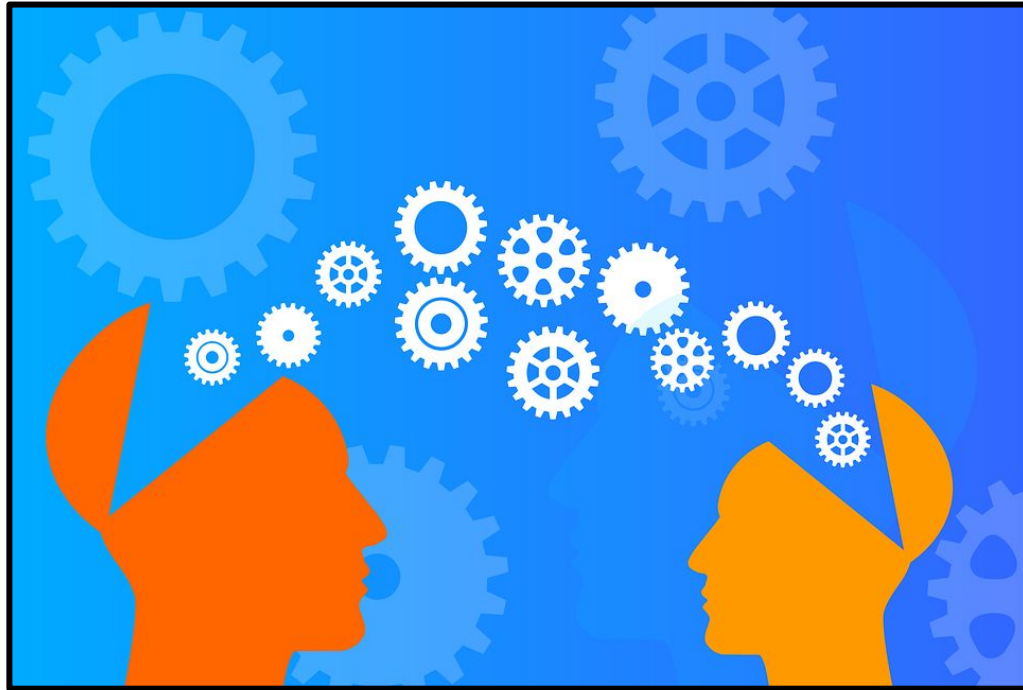


# Know Your Students: Relaxers

- ❑ Belly Breath
- ❑ Lemon Squeezer (Toe Squish)
- ❑ Bug Squish
- ❑ Bear Hug
- ❑ Square (or figure eight) Breather
- ❑ Washing Machine
- ❑ Counting Breath
- ❑ Heartbeat Breath
- ❑ Tick Tock Swing
- ❑ Candle Breath
- ❑ 5, 4, 3, 2, 1
- ❑ The Noodle
- ❑ Mindful Listening
- ❑ Tree
- ❑ Elevator
- ❑ Bumble Bee Breath

# Know Your People: Mentors

- ❑ Find a mentor
- ❑ Use your mentor



# Know Your People: Collaboration

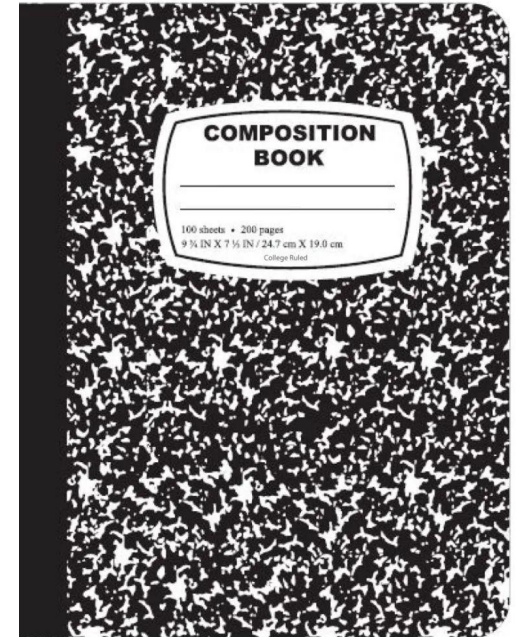
Alright, Stop COLLABORATE and Listen!

- ❑ Don't be a hero
- ❑ Reach out to colleagues in other buildings/schools
- ❑ Parents as resources
- ❑ Community resources (Get involved!)

# Know Your Resources



Google Forms



# Engaging Strategy

## Practice using a Relaxer

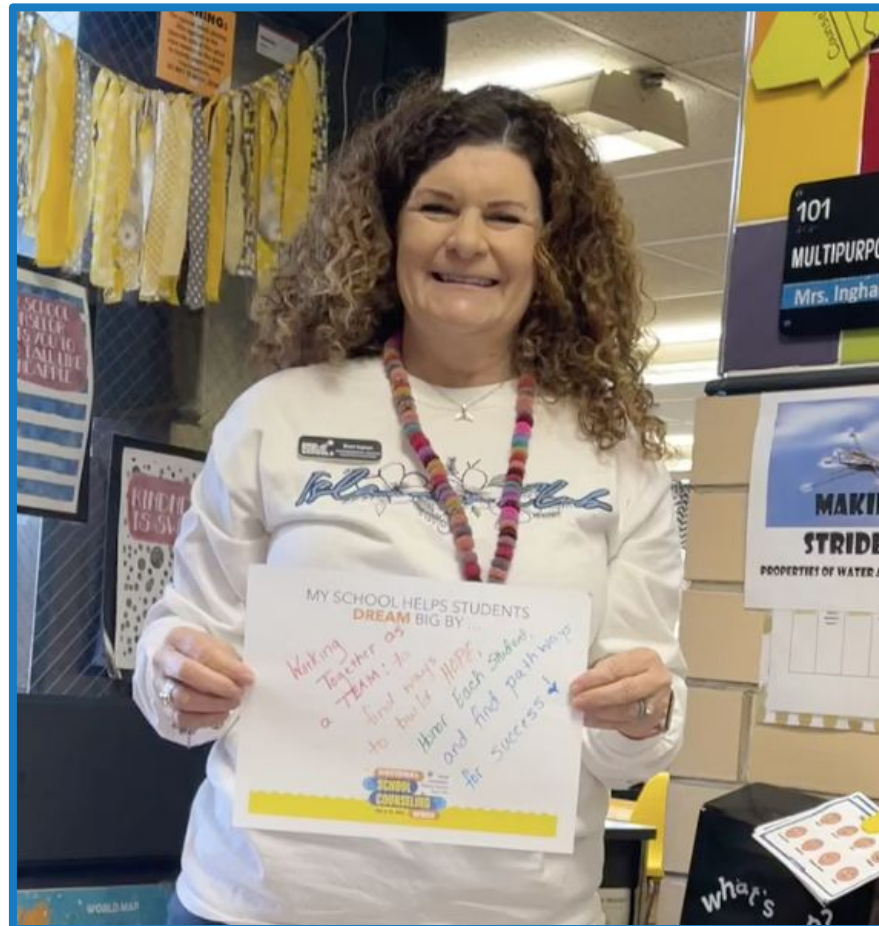


### Three Signature Practices:

- Welcoming & Inclusion Activities
- Engaging Strategies, Brain Breaks, and Transitions
- Optimistic Closure

# Self-Regulation: Through the Tiers

Sheri Ingham, Enid Public Schools



# Tier 1: Schoolwide with Conscious Discipline & The Feeling Buddies

- ❑ The School Family
- ❑ 15 mins. per day first 6 weeks of school, push in by counselor with teachers actively participating in the lesson
- ❑ Foundation of feelings – happy/calm, sad/disappointed, scared/anxious, and angry/frustrated
- ❑ Safe place setup and grand opening on day 10ish.
- ❑ 5 Steps to Regulation: I am, I calm, I feel, I choose, I solve
- ❑ Practice, Practice, Practice
- ❑ Feeling Buddies are continually integrated into regular classroom lessons throughout the year. The kids love the connection of the buddies with all SEL lessons.



# Tier 2: Targeted Students

- ❑ Target at risk students to build safety, connection & problem solving skills
- ❑ Small Groups:
  - ❑ Calm Waters Group (death, divorce, loss)
  - ❑ Halo Group (TBRI – trauma)
  - ❑ Kelso & Friends Group (conflict resolution)
  - ❑ Yeti Mindfulness Group (focus)
  - ❑ The Feeling Buddies Group (self-regulation)
    - ❑ Groups of 4-6 Students meet for 4-9 weeks
    - ❑ Activities include: additional time with feeling buddies/tools, bibliotherapy, social stories and group made books showing preferred solutions, Kelso Choices Curriculum, Calm Waters Curriculum, Halo – TBRI books by Cindy Lee, yoga, etc.
    - ❑ Creating an atmosphere of “we”, relationship focused

# Tier 2: One-on-One Interventions

- ❑ Hungry or Tired? I notice..... (strategies)
- ❑ Break Choices – sensory path, calm down room, trampoline, ball pit, walk or swing
- ❑ Brief School Counseling (5 sessions)
  - ❑ Day 1 intro to play area & family portrait
  - ❑ Day 2 Interest Inventory with free play
  - ❑ Day 3 Bibliotherapy (specific to the student's needs)
  - ❑ Day 4 practice new skills through play
  - ❑ Day 5 Feelings Check Game & How to Self-Refer
- ❑ Visuals – Schedule or Picture Cards to Support Behavior Expectations

# Tier 3: Referrals

- ❏ Make a Referral to:
  - ❏ Care Team
  - ❏ Youth & Family Therapist
  - ❏ Behavior Specialist
  - ❏ OT/PT Consult

# Engaging Strategy

Of the ideas and interventions that Jamie, Blaine, and Sheri shared, **what is one takeaway that you can implement right away?**



## Three Signature Practices:

- Welcoming & Inclusion Activities
- Engaging Strategies, Brain Breaks, and Transitions
- Optimistic Closure

# ANY QUESTIONS?

# How this fits into the Oklahoma Comprehensive School Counseling Framework

Sarah Kirk, Oklahoma State Department of Education



# Oklahoma Comprehensive School Counseling Framework

The [Oklahoma Comprehensive School Counseling Framework](#) was published in October 2021. It is based off of the ASCA *National Model: A Framework for School Counseling Programs*. *The National Model* is a **research-based** Framework that outlines the components of a school counseling program that is integral to the school's academic mission and is created to have a significant **positive impact on student achievement, attendance and discipline.**

# Oklahoma Comprehensive School Counseling Framework - 2

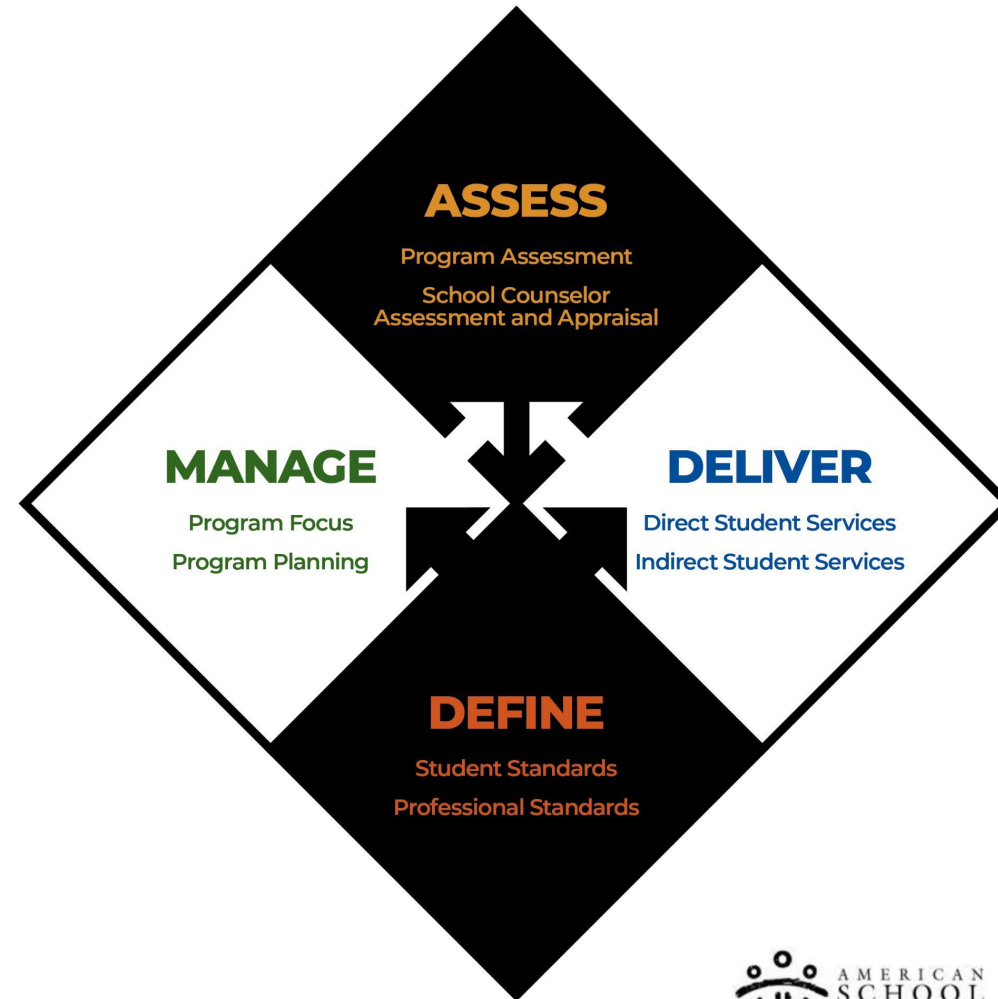
It guides school counselors in the development of **school counseling programs** that:

- are based on **data-informed** decision making
- are delivered to **all students** systematically
- include a developmentally **appropriate curriculum**
- **close achievement and opportunity gaps**
- result in **improved student *achievement, attendance and discipline***



# Four Components of the Oklahoma Comprehensive School Counseling Framework:

**Define**  
**Manage**  
**Deliver**  
**Assess**



# Four Components of the Oklahoma Comprehensive School Counseling Framework:

## **Define**

*Three sets of school counseling standards define the school counseling profession.*

- ASCA Student Standards
- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

## **Manage**

*Guides the design and implementation of a school counseling program that gets results.*

- Includes: Beliefs, Vision Statement, Mission Statement, School Data Summary, Annual Student Outcome Goals, Action Plans, Lesson Plans, Annual Administrative Conference, Use of Time, Calendars, Advisory Council

## **Deliver**

*School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.*

- Direct Student Services include instruction, appraisal and advisement, and counseling.
- Indirect Student Services include collaboration, consultation, and referrals.

## **Assess**

*To achieve the best results for students, school counselors regularly assess themselves and their program to: determine its effectiveness, inform improvements to their school counseling program design and delivery, and show how students are different as a result of the school counseling program.*

- School Counseling Program Assessment
- Annual Results Report
- Small Group Results Report
- Closing-the-Gap Results Report
- ASCA School Counselor Professional Standards and Competencies
- School Counselor Performance Appraisal

# Four Components of the Oklahoma Comprehensive School Counseling Framework:

**Define**  
**Manage**  
**Deliver**  
**Assess**

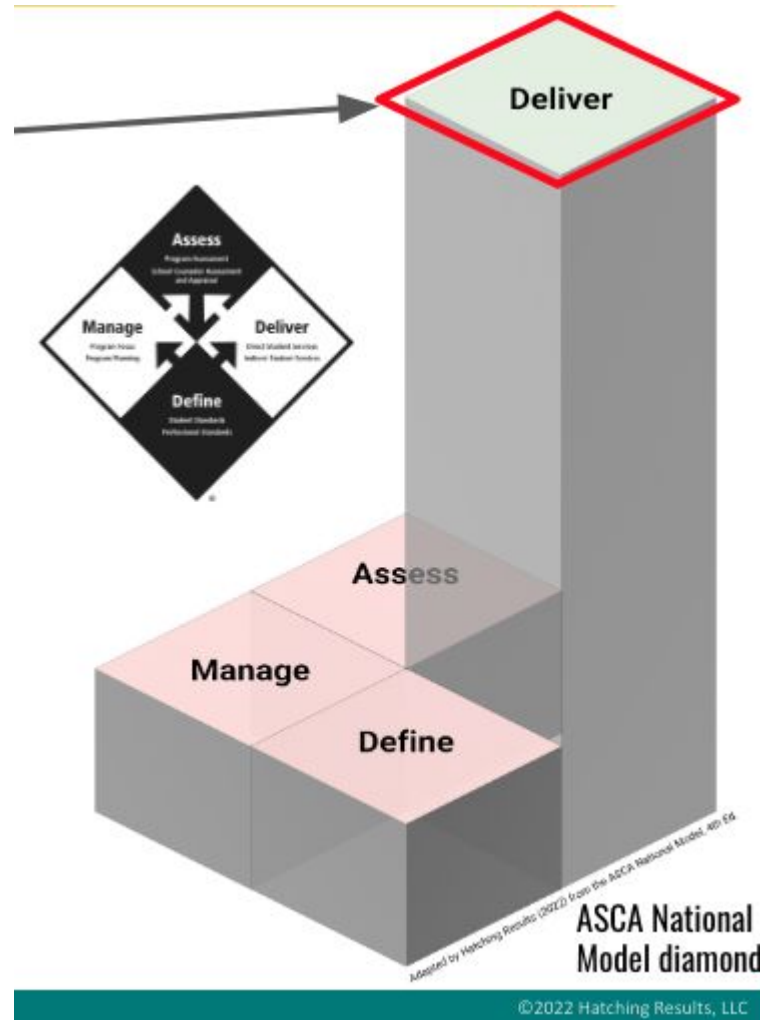
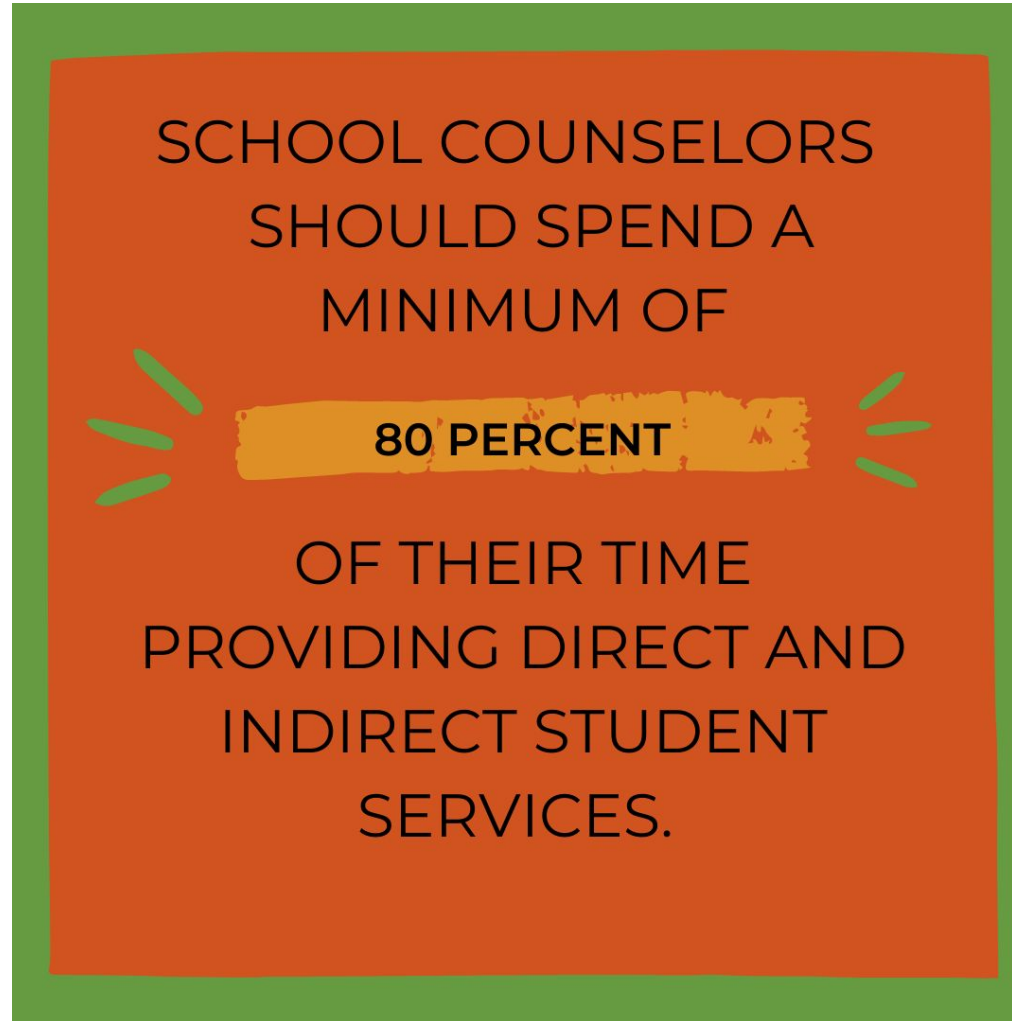


Image from Hatching Results

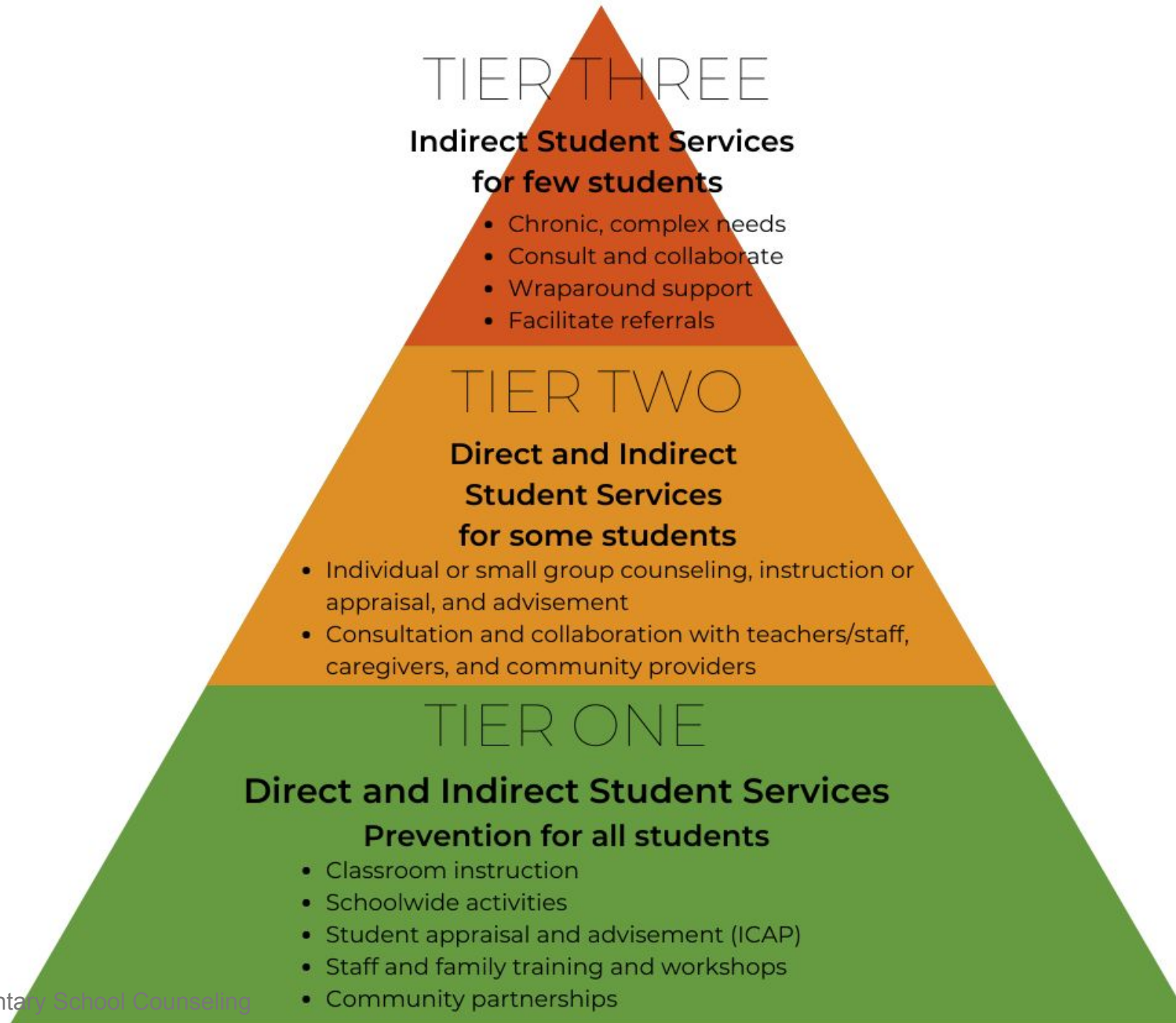
# Where This Fits Into the Oklahoma Comprehensive School Counseling Framework



# Where This Fits Into the Oklahoma Comprehensive School Counseling Framework

## Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in school success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk





# Optimistic Closure

- Reflecting on everything we talked about today...
- What is your “**YET**”?
- What do you hope **looks different** this time next year?



# ANY QUESTIONS?



# How to Learn More

# Upcoming Training and Events

- **Coffee with Counselors:**
  - April 4th from 9:00-10:00
  - May 2nd from 9:00-10:00
  - [Register in advance for this get-together](#)

# How to Learn More

## **Begin the OSDE Connect Course on Comprehensive School Counseling:**

- It is an asynchronous training platform that includes webinars, discussions, and technical assistance as you work towards implementing the new Framework.
- This platform includes self-paced modules. You can earn 20 professional development hours through these modules. While the modules are asynchronous, synchronous support can be provided along the way.
- [Sign up here](#)

# Additional Resources

- Books
  - ASCA [National Model](#) and [Implementation Guide](#)
  - [The Use of Data in School Counseling \(2e\)](#)
  - [Making Data Work](#)
  - [Hatching Results for Elementary School Counseling \(Tier One\)](#)
  - [Hatching Tier Two and Three Interventions in Your Elementary School Counseling Program](#)
  - [Hatching Results for Secondary School Counseling](#)
  - [Making MTSS Work](#)
- [ASCA Webinars on demand at ASCA on Air](#) (free for members)
- [Online Learning from Hatching Results](#) (for a fee)-- Coming Soon!